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| **Grade Level:** 8 | **Teacher/Room**: Dr. Nelson Room 149 Week of: 11/14/16 |
| **Unit Vocabulary: Various Literary Terms (34)** |
| **Instructional Strategies Used: Lectures, Peer Work, Independent Work** |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:**ELACC8W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **ELACC8W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | **Common Core Standard(s)**:**ELACC8RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELACC8RL2**: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **ELACC8SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly. **ELACC8SL2:** Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. **ELACC8SL3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. **ELACC8W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive detail, and well-structured event sequences. **ELACC8W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | **Common Core Standard(s)**:**ELACC8RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELACC8RL2**: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **ELACC8SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly. **ELACC8SL2:** Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. **ELACC8SL3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. **ELACC8W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive detail, and well-structured event sequences. **ELACC8W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | **Common Core Standard(s)**:**ELACC8RI1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELACC8RI3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events. **ELACC8RI8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **ELACC8W7:** Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple answers. **ELACC8W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. | **Common Core Standard(s)**:**ELACC8RI1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELACC8RI2:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  |
| **Objectives:** I can: analyze how stereotypes and stereotyping continue to impact me. | **Objectives:** I can: distinguish between epistolary writing and other writing. | **Objectives:** I can: distinguish between epistolary writing and other writing. | **Objectives:** I can: evaluate media work to overcome or perpetuate stereotypes. | **Objectives:** I can: analyze how historical context enhances my experience of a text. |
| **Mini Lesson:** Students will write a short response to one or both of the following prompts. Instruct them to incorporate appropriate, creative dialogue into the narrative:What type of cultural stereotyping did you witness in the movie? Cite evidence of what you witnessed. Tell me examples you have seen in your lifetime.**Activating Strategies:** Previous lessons**Resource/Materials:** composition book | **Mini Lesson:** Students will complete literary poem plus work on Achieve 3000. Students will also work on notebook 2.**Activating Strategies:** Previous lessons**Resource/Materials:** composition book, folder, novel, computer | **Mini Lesson:** Students will look at examples of epistolary examples. Students will then write letters between Dee and Maggie from the story “Everyday Use”. Students will read novel text thru chapter 24. Annotate Text.**Activating Strategies:** Previous lessons**Resource/Materials:** composition book, folder | **Mini Lesson: S**tudents will research and choose one media artifact that they found particularly provocative. Then they will write a précis on the rhetoric of the, identifying the methods used to make the message impactful.**Activating Strategies:** Previous lessons**Resource/Materials:** composition book, iPads | **Mini Lesson:** Teacher will provide background on Du Bois and King and the historical context of each writer. Teacher will activate background knowledge on the political and cultural climate of the Southern states during Reconstruction and the early and mid-twentieth century; share images of Southern Reconstruction and Civil Rights protests, the Atlanta compromise, the foundation of the NAACP, the American Civil Rights movement/Civil Rights legislation. **Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel text |
| **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual/PeersAss*essment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Whole Group*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual/peers*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Whole Group*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual*Assessment:* None |
| **Assessment:***Pre-Test:* None*Post-Test:* None*Formative: Observation**Summative:* None*Performance Based****:*** None | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative:* Observation*Summative:* None*Performance Based:* None | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative:* Observation*Summative:* None*Performance Based:* None | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative:* Observation*Summative:* None*Performance Based:* None | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative:* Observation*Summative:* Test*Performance Based:* None |
| **Homework: Unfinished Work and Reading** | **Homework: Unfinished Work and Reading** | **Homework: Unfinished Work and Reading**  | **Homework: Unfinished Work and Reading**  | **Homework: Unfinished Work and Reading**  |

Resources and Reflective Notes:
**Novel Study:** The Fog Machine by Susan Follett and Black Like Me by John Howard Griffen plus a novel of the student’s choice on their Lexile enjoyment level about Civil Rights.

**Disclaimer:** Lesson Plans are subject to change!